

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Instructional Programs / Curriculum Committee of the Peel District School Board, held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Wednesday, February 20, 2013 at 18:00 hours.

Members present:

Beryl Ford
Sue Lawton
Suzanne Nurse
Jeff White

Trustees also present:

David Green
Meredith Johnson (18:25)

Members absent:

Harinder Malhi
Rick Williams, Chair

Administration:

Shawn Moynihan, Superintendent, Curriculum and Instruction Support Services
(Executive Member)
Christine Beal, Controller, Finance Support Services
Patrika Daws, Superintendent of Education
Scott Moreash, Associate Director, Instructional Support Services
Patricia Rossall, Superintendent of Education, Alternative Programs

Marina Amin, Board Reporter

1. Approval of Agenda

In the absence of Chair Williams, Board Vice-Chair Nurse chaired the meeting. The agenda was slightly reordered to facilitate staff present.

IP-01, moved by David Green, that the agenda be approved.

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2. Conflict of Interest

There were no declarations of conflict of interest.

3. Minutes of the Instructional Programs / Curriculum Committee Meeting, November 28, 2012

IP-02, moved by Sue Lawton, that the Minutes of the Instructional Programs / Curriculum Committee Meeting, held November 28, 2012, be approved.

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4. Celebrating Faith and Culture Backgrounder – February 2013

IP-03, moved by Beryl Ford, that the report re Celebrating Faith and Culture Backgrounder – February 2013, be received.

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5. 21st Century Teaching and Learning Chiclet

Associate Director of Instructional Support Services, Scott Moreash, expressed thanks to the staff of Learning Technologies Support Services, Curriculum and Instruction, and Communications, for their work in developing the 21st Century Teaching and Learning resource site. With an online demonstration, he provided an overview of the site, including the responsibilities of each of the committees and sub committees. Associate Director Moreash advised that the teaching and learning repository is replete with resources about classroom curriculum and material to support the 21st Century Teaching and Learning initiative, and will be updated regularly. Providing public access to the site is under consideration.

Responding to a trustee's query, Associate Director Moreash indicated that the Director of Education, Tony Pontes' message is clear about the expectation for all schools and students to have access to BYOD and 21st Century Teaching and Learning. He advised that the intent is to install wireless technology in all schools, but indicated that the decision to go live will be made by the principal of the school. A trustee asked about systemwide equity of student access to technology. Superintendent of Curriculum and Instruction Support Services, Shawn Moynihan, advised that the necessary support and framework to move forward will be provided so that equity is maintained across the system. The trustee expressed concern about inability at some schools to implement the initiative due to financial needs and varying priorities. While acknowledging and supporting the decision made by a principal with respect to implementation, Associate Director Moreash noted that there are some funds earmarked for technology. Regarding synervice, he reported that a centralized system for all schools is being considered.

In response to a trustee's query about possible resistance regarding the use of technology in teaching and learning, Superintendent Moynihan explained that teachers will be provided with training and individual support, peer collaboration and learning, to ensure that they are comfortable with the technology. He also indicated that a survey questionnaire is being developed by the Steering Committee to ascertain the impact of 21st Century Teaching and Learning on student engagement, and the correlation between increased achievement and the use of technology.

5. 21st Century Teaching and Learning Chiclet (Continued)

IP-04, moved by Beryl Ford, that the oral report re 21st Century Teaching and Learning Chiclet, be received.

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6. English as a Second Language (ESL) Students in the Peel District School Board: How Are They Defined and How Are They Funded?

An extensive review of ESL programming in Peel was conducted over the last two years, and Superintendent Moynihan reported that portions of the review will be brought to a series of Instructional Programs/Curriculum Committee meetings. He commended the level of support provided to English Language Learners (ELLs) through the work of staff and parents, and he invited Zaiba Beg, Instructional Co-ordinator of ESL/ELD Programs, and Shirley Chan-Ng, Manager of Budgets and Grants to provide details of the program.

Zaiba Beg offered a thorough definition of ELLs, and she outlined their different learning needs which are supported by programs such as English as a Second Language (ESL) and English Literacy Development (ELD). Shirley Chan-Ng presented details about Ministry grants for these programs and the qualifying factors and conditions for accessing them. She indicated that, over a span of four years, per student funding under the “recent immigrant” component would attract \$10,000 from the Ministry. However, funding for the “pupils in Canada” component is based on 2006 census data, and amounts to 13.5% of the total ESL grant of \$ 29 million for 2012 – 2013. With a slide presentation, Shirley Chan-Ng provided comparative data re: elementary and secondary ESL enrolment, 2004-2005 actual to 2012-2013 revised estimates, ESL funding to Peel for the recent immigrant and pupils in Canada components.

Responding to a trustee’s question, Shirley Chan-Ng, explained that per pupil funding ceases after four years, even though it takes approximately five to seven years for a student to attain proficiency in the language. The trustee suggested this issue be discussed with the Ontario Public School Boards' Association with a view to seek additional ESL funding. It was noted that due to its unique demographics, Peel’s language learner needs are quite significant compared to the other provinces. A trustee suggested that this matter also be addressed at a Regional Council meeting. He will follow up with the Region to have this item included on a future agenda. Superintendent Moynihan added that there are quite a few students in Peel who do not qualify for funding, but still require ESL support, and he noted that this is a significant issue as the Board tries to support all its English Language Learners.

IP-05, moved by Meredith Johnson, that the oral report re English as a Second Language (ESL) Students in the Peel District School Board: How Are They Defined and How Are They Funded?, be received.

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7. English as a Second Language (ESL) and English Literacy Development (ELD) Program: Case Studies of Effective Practice

Superintendent Moynihan welcomed staff members from Brandon Gate Public School, Thornwood Public School and Calderstone Middle School to the meeting, and he invited Paul Favaro, Chief Research Officer of Assessment and Accountability, to introduce the report.

Paul Favaro reported that a review of English as a Second Language programming was conducted over the last two years. He indicated that this first report provides case studies that explore effective practices of the ESL/ELD program in three selected Peel elementary schools. The schools were chosen based on the high ELL population, EQAO scores over a five year period, and their location in areas of high social risk index. He described in detail the other reports on the review that will be brought to Committee meetings in March, April, May, and in the Fall of this year.

Elana Gray, Research Officer, Assessment and Accountability, provided an overview of the case study methodology and process as outlined in the above report, and she described the 6-step case study process of: pre-visit preparation; interview with administrative team; observation of ESL/ELD and classroom teachers; interview with classroom teachers; interview with ISSP and ESL/ELD teachers; post-observation analysis.

Zaiba Beg, Instructional Coordinator ESL/ELD Programs, introduced the principals and staff from each of the presenting schools: Brandon Gate Public School, Thornwood Public School, and Calderstone Middle School.

Staff presenting from each of the schools highlighted the positive impact of the ESL/ELD program and of learning technology on student engagement and achievement in the classroom. They spoke about the benefits of collaborative co-planning and co-teaching strategies, and instruction modified to student-need. Identifying the supports provided to parents to augment their child's learning, they stressed the importance of parent engagement, and the dual language initiative. The presentations displayed a strong focus on diversity and identity affirmation, including character development, social interaction and peer networking. Zaiba Beg reported that Brandon Gate and Thornwood Public Schools are participants of the Collaborative Inquiry for Learning - Literacy (CIL-L) program.

Zaiba Beg outlined the recommendations with respect to instruction and assessment, professional learning environment, university collaboration/partnership, and parent engagement. She noted that a review of the case studies has revealed qualitative data which has impacted student scores. Zaiba Beg then highlighted the five priority action areas included in the recommendations that will support all English Language Learners.

IP-06, moved by Beryl Ford, that the report re English as a Second Language (ESL) and English Literacy Development (ELD) Program: Case Studies of Effective Practice, be received.

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8. Education and Career/Life Planning Program for Kindergarten to Grade 12, and 34 Credit Threshold

Information sheets on the Education and Career/Life Planning Program for Kindergarten to Grade 12, being released by the Ministry this Spring, were circulated. Superintendent of Education, Alternative Programs, Pat Rossall, reported on new direction from the Ministry of Education regarding support for the four-year secondary program and the implications that this will have on the 34-credit threshold. She indicated that the goal is to support young students in career planning so that, based on their interests and needs, they will have a better understanding of career options as they graduate from secondary school. Through the Ministry's web based Individual Pathway Plan (IPP), which will be mandated commencing September 2013, and working from Grade 7, in-classroom support will be provided to help students identify their learning goals and determine career choices particularly in Grades 11 and 12. Referring to the Ministry's new funding guidelines, effective September 2013, with respect to support for the four-year secondary program, Pat Rossall commented that, for students returning to the system, funding will be provided at the continuing education rate, although certain exemptions will apply. Superintendent Rossall added that, with career planning commencing in Grade 7, it is hoped that many more students will complete their degree in four years and graduate from high school with a clearer sense of career direction.

Responding to a trustee's query, Controller of Finance Support Services, Christine Beal, indicated that, based on overall grant funding, the average per pupil grant for a secondary school student will be approximately \$10,000. For continuing education it amounts to approximately \$3,600 per pupil. Superintendent Rossall indicated that staff is in the process of determining the cost to the Board for students returning to the system.

Regarding My Blue Print, Superintendent Rossall advised that training on the use of this tool will be provided to middle and secondary schools in Spring 2013. She clarified that the questions are age appropriate and allow students to explore options, bringing an awareness of interests and strengths.

IP-07, moved by Sue Lawton, that the report re Education and Career/Life Planning Program for Kindergarten to Grade 12, and 34 Credit Threshold, be received.

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9. Communications

IP-08, moved by Jeff White, that the following communication items, be received:

1. Ministry of Education Policy/Program Memorandum 155: Diagnostic Assessment in Support of Student Learning
2. Ministry of Education Memorandum re Release of Revised Course Descriptions and Course Codes for Revised Curriculum Policy Documents

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(Continued overleaf)

9. Communications (Continued)

Superintendent Moynihan advised that the Ministry is aware of the Board's concerns with respect to item 9.2, Ministry of Education memorandum re Release of Revised Course Descriptions and Course Codes for Revised Curriculum Policy Documents.

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IP-08 carried

10. Question Period

There were no questions.

11. Public Question Period

There were no public questions.

12. Adjournment

IP-09, moved by Meredith Johnson, that the meeting adjourn (20:30 hours).

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